

ACTIVIDAD BLOQUE VI

BILINGUAL DIDACTIC UNIT:

“STOP the VIOLENCE!”



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1. INTRODUCTION

The following didactic unit is addressed to students in the third year of ESO. Although, it is not specifically related to only one non-linguistic subject, yet it could be deeply exploited in each of the following subjects: Social Sciences or History, Ethics, Citizenship or even in Philosophy (if adapted to upper stages). We would devote a number of 9 sessions of 1 hour each but it could be shorten if necessary.

This topic is of especial importance in our curriculum, since it puts great emphasis on improving respectful attitudes in students at this age when facing different forms of violence and crime, and the contrast with peaceful attitudes, for which we intend to promote appreciation and respect.

This unit should offer the students information about different forms of violence in our modern society, but, at the same time, provide them with elements that help them develop a critical attitude towards violence and crime.

Therefore, the topic is related to **basic competences** such as the "social and citizenship competence" and the competence for "autonomy and personal initiative", since it can help us deal with the respect of human rights and the fundamental liberties and values which enable pupils to exercise responsibility in a free and democratic society.

Since there will surely be immigrant students in our class, the unit is expected to help us develop intercultural education, especially in group activities, which can help us elicit different attitudes towards the topic. In addition, we have included aspects about other countries (especially the United Kingdom), which will add a new intercultural dimension.

In addition, it must be noticed that the unit coincides with the celebration at schools of the Peace Day (on January 30th), so some of the activities will help us associate the core topic to the reality which is close to the students, and activities will therefore be more significant. There will be a final task for students to carry out, namely, a final project which involves a "web quest", or search on the Internet, which helps them use different types of learning acquired in previous sessions, in order to reinforce them or to extend them.

2. DIDACTIC OBJECTIVES

- Identify and interpret global and specific information from written texts related to violence.
- Identify and interpret global and specific information from oral texts related to violence.
- Identify and use the Past Continuous in contrast with the Past Simple tense.
- Produce oral and written texts using past tenses and vocabulary about violence and crime.
- Identify and use stress patterns of simple sentences in English.
- Reflect upon one's own learning process to achieve successful tasks: a web quest.

3. BASIC COMPETENCES

COMPETENCE	ACHIEVEMENT LEVEL
Linguistic Communication	<ul style="list-style-type: none"> - Developing the ability to listen, speak and converse. - Adapting the message to the context in which we are. - Developing the ability to express oneself, orally and in written form, using the language appropriate to each situation.
Information management and digital competence	<ul style="list-style-type: none"> - Developing basic skills in the use of the Internet (through a "web quest"). - Gaining access to the information available in English. - Recognizing the structure of different text types (a piece of news, a conversation), and their relation with the information they transmit.
Social and citizenship competence	<ul style="list-style-type: none"> - Showing a critical attitude towards violence and crime. - Expressing one's own ideas and listening to those of others.
Cultural and artistic competence	<ul style="list-style-type: none"> - Carrying out and performing role-plays. - Valuing expression media such as television or films.
Skill for learning to learn	<ul style="list-style-type: none"> - Reflecting upon one's own learning process. - Being aware of the importance of context in order to understand the precise meaning of a word.
Autonomy and personal initiative	<ul style="list-style-type: none"> - Working cooperatively in the classroom. - Developing initiatives and making decisions when working.

4. CONTENTS

LISTENING, SPEAKING, CONVERSATION		READING AND WRITING	
<ul style="list-style-type: none">▪ Listening to a song.▪ Listening to a dialogue from a TV series.▪ Discussing about terrorism.▪ Asking and answering in the past.▪ A role-play.		<ul style="list-style-type: none">✓ Reading for gist of a text about a piece of news.✓ Writing biography cards.✓ Writing a simple opinion essay related to law and crime.	
LINGUISTIC KNOWLEDGE			
LINGUISTIC FUNCTIONS	GRAMMAR	PHONETICS	VOCABULARY
<ul style="list-style-type: none">• Giving and asking for information about actions in progress in the past in contrast to the Past Simple.	<ul style="list-style-type: none">• Form and use of the Past Continuous.• Contrast between Past Continuous and Past Simple.• Time expressions.	<ul style="list-style-type: none">• Weak forms.• Sentence stress patterns.• Rhyme.	<ul style="list-style-type: none">• Vocabulary about crime, law and violence.
REFLECTION ON LEARNING		SOCIO-CULTURAL ASPECTS	
<ul style="list-style-type: none">▪ Use of strategies to organize, acquire, recall and use vocabulary.▪ Inferring meaning from context.▪ Autonomous use of resources (dictionaries and computers).▪ Use of self-correction strategies.▪ Active participation in classroom activities.▪ Interest in understanding and producing accurate oral and written messages.		<ul style="list-style-type: none">✓ Interest in news related to terrorist attacks.✓ A critical attitude towards the world of law, order and crime.✓ A critical attitude towards violent programmes on television.✓ Respect for peaceful attitudes.✓ Appreciation of the English language as a means to show respect for cultural and social diversity.	

5. METHODOLOGY

Our methodology in this unit takes into account the achievement of communicative competence, so the **communicative approach** should use motivating-interactive tasks to reach the main didactic objectives: groupings, group work, pair work, whole class work, I.T. resources, audio-visual media, flash cards, etc.

Each session is devoted to the development of a specific skill or linguistic aspect: each session focuses upon one or two main skills.

We have also taken into account our students' previous knowledge about the contents dealt with in this unit, in order to adjust the activities and remedial work is taken into consideration as well.

- MATERIALS AND RESOURCES:

Worksheets.	DVD.	Posters.	The Internet.	Dictionary.
Blackboard.	P.C.	Flashcards.	Stereo.	

- CLASSROOM ORGANIZATION: Individual / Group / Pair work.

- NON-LINGUISTIC SUBJECTS RELATED TO THE UNIT:

- Social Sciences, Geography, History: Terrosist attacks, London, 2005. Citizenship, Ethics or even Philosophy if adapted.
- Technologies: use of computers.

- USE OF I.T. RESOURCES: The use of the Computer Room for one session

6. ATTENTION TO DIVERSITY

FOREIGN PUPILS: Mixed groupings will improve integration and mixed-abilities.

HIGH STUDENTS: Extension activities. Inclusion in different groups as leaders.

LOW STUDENTS: Reinforcement activities. An adaptation of objectives and contents, if necessary. Self-esteem reinforcement at the hands of the teacher.

7. ACTIVITIES

WARMING-UP, BRAINSTORMING, PRESENTATION, PRACTICE, PRODUCTION, CONSOLIDATION

SESSION 1: song, scrambled paragraphs, binary options, rhyme, stress pattern.

SESSION 2: pre-/while-/post-reading, synonyms, organizing information.

SESSIONS 3. & 4: presentation-practice-production, jokes, binary options, matching, multiple choice, ordering a story.

SESSION 5: Definition game, fill-in-the-gaps, multiple choice.

SESSION 6: pre-while-post-listening.

- **HOMEWORK:** Similar activities to those proposed as "Practice" will be used for homework, or those which cannot be done in class.

8. SESSIONS

SESSION 1. Song and phonetics.

ACTIVITY 1. PRESENTATION: Warming-up.

With a flashcard as model, we ask them to group different words ("war, violence, guns, bombs, crying, family, kill, die...") in 2 groups: PEACE and VIOLENCE AND WAR. They add new words to the word-map.

ACTIVITY 2. SONG ("*Imagine*" by John Lennon).

2.1. PRESENTATION: Pre-Listening.

Poster: They see different elements related to violence and peace, and predict what the song is going to be about. With a picture of *John Lennon*, we elicit previous knowledge.

1.2.A. WHILE-LISTENING (Scrambled lyrics)

1.3. POST-LISTENING: Sing along. Each group of 5 students sings one paragraph of the song in front of the class.

1.4. POST-LISTENING: Phonetics. RHYME: We give the students three words, and they have to find at least two words in the song which rhyme with the given ones.

ACTIVITY 3. PHONETICS (Sentence stress):

- We show a flashcard with four sentences (related to the structures we are going to study in sessions 3 and 4) and small and large bubbles which represent weak and strong forms.
- They have to write the stress pattern of 6 sentences (three taken from the song, and three related to the structures we will study later). We offer them a list with the most common word-classes which are not usually stressed in sentences.

EXTENSION AND REINFORCEMENT:

Fast-finishers: They are given more sentences to draw the stress pattern.

Low-level students: They are given more simple sentences to draw the stress pattern.

◆ SESSION 2. Reading. "*7th July 2005*"

ACTIVITY 1. PRESENTATION: Warming-up.

The students are asked to look at pictures related to the terrorist attacks in London in 2005. A quick brainstorm will take place by relating the pictures to some words from the text and explaining their meaning.

Oral questions will be made in order to activate the students' previous knowledge about the topic. A brief discussion is opened.

ACTIVITY 2.1. WHILE-READING: *Skimming* (or reading for overall information).

They are asked to quickly read in order to check their predictions.

ACTIVITY 2.2. WHILE-READING: *Scanning* (or looking for specific information).

They have to answer 7 questions in the Past Simple about the text.

PEER-CORRECTION: In pairs, they exchange their answers, so each one corrects his or her classmate's activity.

ACTIVITY 3. POST-READING: Vocabulary problems are solved, and they are asked to give opinions on the content of the text (with guided questions, with different degrees of difficulty).

ACTIVITY 4. POST-READING: Finding synonyms.

ACTIVITY 5. POST-READING: Writing/Organizing information (using the Past Simple). We will provide them with different individual worksheets, depending on level

of difficulty. They will have to transfer some information from the text into a summary chart.

Average learners will transfer chunks of information missing in sentences.

Low learners will have the chart already filled in. They will only have to fill in some missing words in the sentences provided.

Advanced learners will have to provide whole sentences about facts, and also opinions.

♦ SESSION 3. GRAMMAR PRACTICE I.

ACTIVITY 1. WARMING-UP.

Look at the pictures and the headlines and guess what each photograph is about.

ACTIVITY 2.

WARMING-UP. Binary-options activity.

We assess the students' previous knowledge about the Past Continuous

ACTIVITY 3. PRESENTATION. NEWSPAPER EXTRACTS. They match the newspaper articles to the headlines and the photos. (Review of the Past Simple, studied in the previous unit).

ACTIVITY 4. PRESENTATION (explanation). Reflection on language.

We explain the form and the meaning of the Past Continuous. We use a fill-in-the-gap activity to make them elicit the rules.

ACTIVITY 5. CHECKING COMPREHENSION. Fill-in-the-gaps.

ACTIVITY 6. PRACTICE.

Finish the sentences, using the Past Continuous tense:

ACTIVITY 7. PRODUCTION. Pair-work activity.

One student in each pair is given handout A, with the pictures, and the other student is given handout B, with the names of people. Student B asks student A what each character was doing at that time, and writes down the answer.

Extension: Extra practice activities (fill-in-the-gaps).

Reinforcement: More simple sentences (choosing the right option).

♦ SESSION 4. GRAMMAR PRACTICE II.

ACTIVITY 1. PRESENTATION. Jokes.

We present jokes in which the Past Continuous is used, and check whether they understand them.

ACTIVITY 2. PRESENTATION (explanation). Reflection on language.

We explain the contrast between Past Simple and Past Continuous on the blackboard, using fill-in-the-blanks activities to elicit the rule.

ACTIVITY 3. PRACTICE. Different activities will be used to practise grammar.

ACTIVITY 4. PRODUCTION:

In groups of five, they decide what different characters of the series "CSI" were doing on several photos. A spokesperson will say the sentences of the group to the rest of the class.

Extension: Extra practice activities (fill-in-the-gaps, ordering the story).

Reinforcement: More simple sentences (choosing the right option, ordering the words).

◆ SESSION 5. VOCABULARY. "Crime and order"

ACTIVITY 1. Eliciting and activating previous knowledge.

We show them some pictures, and make them brainstorm all the vocabulary related to "crime", "order" and "law" that they can recall. We add some new vocabulary related to each field.

ACTIVITY 2. PRESENTATION. Complete the definitions with a word from the box:

ACTIVITY 3. PRACTICE. Crime-related vocabulary.

ACTIVITY 4. PRACTICE. Order-related vocabulary.

Choose the correct option. Use the **dictionary**.

◆ SESSION 6. LISTENING AND SPEAKING.

ACTIVITY 1. PRE-LISTENING. They will talk about TV series and films related to crime: what they are about, and what their favourite ones are.

We will provide further information about the series.

ACTIVITY 2. WHILE-LISTENING. They will play a scene from the C.S.I. series on the DVD.

ACTIVITY 4. POST-LISTENING.

Say whether the following statements are true or false: (different degrees of difficulty)

ACTIVITY 6. SPEAKING. Role-play. Pair-work.

In each pair, a student is A and the other is B. They have cards with the information they have to give and what they have to ask about. A pair can act their role play in front of the class.

◆ SESSION 7. WRITING. "Small crimes" (Petty crime)

ACTIVITY 1. Warming-up. "Graffiti"

ACTIVITY 2. PRE-WRITING. Reading.

Reading a text about graffiti, and adding the missing punctuation.

ACTIVITY 3. PRE-WRITING. Choice of topic.

Choose one of the following topics: "**Small crimes**"(**petty crime**)

- Smoking on public transport.
- Leaving rubbish in the streets.
- Taking flowers from a park.
- Travelling on a bus with a dog.

ACTIVITY 4. PRE-WRITING. Brainstorming.

Brainstorm three or four ideas using a word map.

ACTIVITY 5. WRITING. Draft.

ACTIVITY 6. WRITING. Revision.

We encourage them to mark the mistakes they find in different colours: one colour for spelling; one for word order; one for grammar; and one for connectors.

- More advanced students will be encouraged to add an introduction and a conclusion to their texts.

- Low-level students will use a model text in which they only have to fill in the blanks to finish or to start sentences, as well as to insert punctuation.

◆ SESSION 8. COMPUTER WORK. "The Day of Peace"

ACTIVITY 1. Warming-up. (At the I.T. room)

We will talk about January 30th and the celebration of the Peace Day at schools. They will search for the reason of having chosen this date for this celebration on the Net.

ACTIVITY 2. Biography Card Trading Web Quest.

In this web quest, they will create biographical cards highlighting the lives of five people who have made an important contribution to **peace** (e.g., Gandhi, Martin Luther King, etc.)

Each card will contain information about that person: *Name, Date of Birth, Hometown, Profession, Picture/Photo. What made them famous? How did their work change the world?*

They can exchange cards with other students to learn about other important people.

They can find updated helpful web sites at:

www.technology.com/webquests/biography/

ACTIVITY 3. We will provide the students with a list of several websites where the contents of the unit can be reviewed by means of varied and amusing activities:

www.isabelperez.com, www.english-zone.com, www.learnenglish.org.uk

- Fast finishers will practise the contents of the unit on those websites.

- Low-level students will focus on basic information about the biographies (date of birth, profession...).

◆ SESSION 9. EVALUATION AND SELF-EVALUATION.

Exam on the unit. The listening activity will be a sequence of the TV series "CSI" which continues after the two sequences used in session 6, and they will have to answer true or false. The last exercise is a speaking activity that they will have to do in pairs.

We will give exams back for peer-correction, so each student corrects another student's test.

Finally, they fill in the self-evaluation questionnaire, to reflect upon their learning and progress.

9. EVALUATION

A. EVALUATION CRITERIA

- o Extract global and specific information from written texts about violence. Infer from context.
- o Extract global and specific information from oral texts about crime. Infer from context.
- o Show knowledge of the use of the Past Continuous tense.
- o Participate in brief conversations using the Past Continuous and Past Simple tenses.
- o Write easy texts, giving simple opinions and using vocabulary about crime.
- o Identify and practice rhythm patterns.
- o Show ability to put into practice formal aspects acquired (past tenses, vocabulary, phonetics).

B. EVALUATION OF THE LEARNING PROCESS		
EVALUATION	PROCESS	INSTRUMENTS
INITIAL	<ul style="list-style-type: none"> - At the beginning of sessions 1 and 2, brainstorming techniques are used to assess the students' previous knowledge of the topic. - In session 3, activity 2 is intended to assess their previous knowledge about grammar. 	Direct observation by means of questions. A class activity.
FORMATIVE/CONTINUOUS	<ul style="list-style-type: none"> - Through the sessions, students' achievements and progress will be evaluated through direct observation of different tasks and activities. - The parents will be informed of the students' achievements through continuous information. 	<ul style="list-style-type: none"> - Students' records. - Teacher's diary. - Worksheets.
FINAL / SUMMATIVE	In session 9, we do an exam to assess how well the students have achieved the objectives.	- Exam.
PEER EVALUATION	In session 2, activity 2.2, as well as the final exam, will be corrected by classmates.	
SELF-EVALUATION	In session 9, they fill in a self-evaluation questionnaire, to be aware of strengths and weaknesses.	-Self-questionnaire.

C. EVALUATION OF THE TEACHING PROCESS						
GROUP:		BILINGUAL DIDACTIC UNIT: "Stop violence!"				
Assessed items		1	2	3	4	5
The objectives and contents have been appropriate.						
The contents, materials and methodology have been motivating.						
The methodology has fostered the achievement of the objectives and basic competences proposed.						
Timing has been suitable.						
Evaluation instruments have been easy to handle and have served to collect the necessary information.						
Evaluation criteria have enabled us to find out the achievements and failures in the process.						
Educational reinforcement has been adequate.						
The measures to cater for diversity have been realistic.						
♦ Notes and improvement proposals: 						

